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ABSTRACT

This document, which is intended to assist environmental, health, and community-based educators in Canada and elsewhere, discusses the process of drawing upon the theories and methodologies of transformative learning to plan adult environmental education workshops emphasizing the theme of socio-environmental change. The following are among the topics examined in chapters 1-6: (1) educational theories and principles (adult education as a process of creating new knowledge from the past, personal growth, and social transformation; popular education; feminist education; environmental education; indigenous education; and key principles of environmental adult education); (2) making environmental workshops work (planning and preparation; understanding the importance of context; creating an ecologically focused agenda; facilitating the learning process; and team building); (3) cultivating knowledge and action through practice (introductory activities; reconnecting activities); (4) learning through historical routes; learning through natural and community designs; and moving from words to action; (5) practices from Australia, Canada, Fiji, Hong Kong, and the Philippines; (6) dealing with resistance and fear, learning from experience, keeping on track, and following nature's lead; and (7) available resource organizations and publications. Sample agendas from workshops

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presented in two cities in Ontario and two cities in British Columbia are appended. (MN)

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